

DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Florence School District
Accountability Review - Monitoring Report 2012-2013

Team Members: Joan Ray, Team Leader; Diane Reyelts, Education Specialist; Angela Boddicker, Special Education Programs; and Cindy Kirschman, Transition Liaison

Dates of On Site Visit: October 3, 2012

Date of Report: October 25, 2012

All non-compliance must be corrected within 1 year of this report date.

Date Closed:

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Division of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Division of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD 24:05:24:01. Referral. Referral includes any written request which brings a student to the attention of a school district administrator (building principal, superintendent, or special education director) as a student who may be in need of special education. A referral made by a parent may be submitted verbally, but it must be documented by a district administrator. Other sources of referrals include the following: (1) Referral through screening; (2) Referral by classroom teacher; (3) Referral by other district personnel; (4) Referral by other public or private agencies; and (5) Referral by private schools, including religious schools.

Corrective Action:

Through a review of student files and data gathered by the team, referrals are being made but not put into writing before conducting an initial evaluation.								
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:					
Student # <table><tr><td>5</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>	5					Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance. Activity/Procedure: 1. The district must develop procedures to ensure all referrals are documented and brought to the attention of a school district administrator.	The district will collect and submit to SEP the following data: 1. The district must submit procedures to be used to ensure all referrals are documented and brought to the attention of a school district administrator.	The district will collect and submit to SEP the following date 1. Written referral 2. Prior notice consent for evaluation or parental prior written notice stating the districts position
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Prong 1 Timeline for Completion: February 1, 2012								
Prong 2 Timeline for Completion: May 10, 2013								

ARSD 24:05:25:04.02. Determination of needed evaluation data. As part of an initial evaluation, if appropriate, and as part of any reevaluation, the individual education program team required by § 24:05:27:01.01 and other qualified professionals as appropriate with knowledge and skills necessary to interpret evaluation data, shall:

(2) Based on the above review and input from the student's parents, identify what additional data, if any, are needed to determine: (a) Whether the student has a particular category of disability as described in this article; (b) The present levels of academic achievement and related developmental needs of the student; and (c) Whether the student needs special education and related services..

ARSD 24:05:25:03.04. Evaluation procedures -- Notice. The school district shall provide notice to the parents of a child with a disability, in accordance with this article, that describes any evaluation procedures the district proposes to conduct.

Corrective Action:

Through a review of student records and interview, the monitoring team noted in files reviewed, either assessments identified on prior written notices did not contain all assessments used to evaluate the student, or assessments were administered without a notice provided to the parents in three student files reviewed.

Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:					
<div>Student #</div> <table><tr><td>4</td></tr><tr><td>5</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>	4	5				<div>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</div> <div>Activity/Procedure:</div> <div>1. The district must obtain consent from parents on prior notice/consent to bring forward previous assessments given, by documenting the assessments to be pulled forward along with the date on the report which contains the assessment to be used or for the administration of all assessments.</div>	<div>The district will collect and submit to SEP the following data:</div> <div><div>1. Prior notice consent for evaluation</div><div>2. Copies of all evaluation reports</div></div>	<div>The district will collect and submit to SEP the following data:</div> <div><div>1. Prior notice consent for evaluation</div><div>2. Copies of all evaluation reports</div></div>
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<div>Prong 1 Timeline for Completion:</div> <div>February 1, 2012</div>								
<div>Prong 2 Timeline for Completion:</div> <div>May 10, 2013</div>								

ARSD24:05:25:04. Evaluation procedures -- General. School districts shall ensure, at a minimum, that evaluation procedures include the following: (7) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and (8) The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified. Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with § 24:05:25:03.01, to ensure prompt completion of full evaluations.

Corrective Action:

Through a review of student records and interview, the monitoring team noted that a comprehensive evaluation was not conducted in five student files reviewed.

Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:					
<div>Student #</div> <table><tr><td>3</td></tr><tr><td>4</td></tr><tr><td>5</td></tr><tr><td>7</td></tr><tr><td>9</td></tr></table>	3	4	5	7	9	<div>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</div> <div>Activity/Procedure:</div> <div>1. The district must acquire consent to conduct additional evaluation to ensure a comprehensive evaluation is completed for each category of suspected disability for each student. Evaluation reports must be written and copies provided to parents. The IEP teams must meet to determine eligibility and amend the current IEP, or write a new IEP to reflect current evaluation and eligibility data.</div>	<div>The district will collect and submit to SEP the following data:</div> <div><div>1. Prior notice consent for evaluation</div><div>2. Copies of all evaluation reports</div><div>3. Meeting notice</div><div>4. Eligibility document</div></div>	<div>The district will collect and submit to SEP the following data:</div> <div><div>1. Prior notice consent for evaluation</div><div>2. Copies of all evaluation reports</div><div>3. Meeting notice</div><div>4. Eligibility document</div></div>
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		5. Revised or new IEP	5. New IEP
Prong 1 Timeline for Completion: February 1, 2012			
Prong 2 Timeline for Completion: May 10, 2013			

ARSD 24:05:25:12. Documentation of eligibility for specific learning disabilities. For a child suspected of having a specific learning disability, the documentation of the determination of eligibility shall contain a statement of: (1) Whether the child has a specific learning disability; (2) The basis for making the determination, including an assurance that the determination has been made in accordance with this section; (3) The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning; (4) The educationally relevant medical findings, if any; (5) Whether: (a) The child does not achieve adequately for the child's age or does not meet state-approved grade-level standards; and (b) The child does not make sufficient progress to meet age or state-approved grade-level standards; or the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade level standards or intellectual development;

(6) The determination of the group concerning the effects of a visual, hearing, or motor disability; cognitive disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; (7) If the child has participated in a process that assesses the child's response to scientific, research-based intervention: (a) The instructional strategies used and the student-centered data collected; and (b) The documentation that the child's parents were notified about:

(i) The state's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; (ii) Strategies for increasing the child's rate of learning; and (iii) The parents' right to request an evaluation; (8) If using the discrepancy model, the group finds that the child has a severe discrepancy of 1.5 standard deviations between achievement and intellectual ability in one or more of the eligibility areas, the group shall consider regression to the mean in determining the discrepancy; and (9) If using the response to intervention model for eligibility determination, the group shall demonstrate that the child's performance is below the mean relative to age or state approved grade level standards.

Corrective Action:

Through file review of students identified as being a student with a learning disability, the review team determined the district did not consistently document all required content in the process of determining eligibility under this disability.								
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:					
<div>Student #</div> <table><tr><td>4</td></tr><tr><td>7</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>	4	7				<div>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</div> <div>Activity/Procedure:</div> <div>District will provide training for all staff who are a part of completing the eligibility document, and the trainer, dates of training, and names of those attending.</div>	<div>The district will collect and submit to SEP the following data:</div> <div><div>1. Meeting notice to amend the eligibility document</div><div>2. Copy of amended eligibility document for the identified student</div></div>	<div>The district will collect and submit to SEP the following data:</div> <div><div>1. Complete and submit an eligibility document for a student through an initial or reevaluation for specific learning disability</div></div>
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Prong 1 Timeline for Completion:
February 1, 2012

Prong 2 Timeline for Completion:
May 10, 2013

ARSD 24:05:25:16.01. Participation of student in IEP team meeting. If a purpose of the IEP team meeting is the consideration of postsecondary goals and transition services for a student, and if the meeting is for a child with a disability beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, the notice also must: (1) Indicate that a purpose of the meeting is the consideration of the postsecondary goals and transition services for the student; (2) Indicate that the district will invite the student; and (3) To the extent appropriate, with the consent of the parents or a student who has reached the age of majority, identify any other agency that is likely to be responsible for providing or paying for transition services and that will be invited to send a representative. Parental consent, or the consent of an eligible student who has reached the age of majority under state law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

Corrective Action:

Through a review of student files and data gathered by the team, it was noted consent was not obtained from the parents/adult student to invite an outside agency to the IEP meeting.

Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:
Student # 3 5 9 10 11 13 14 15	Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance. Activity/Procedure: The district is required to gather consent from parents or student prior to inviting the outside agency to the IEP meeting. The district must develop procedures to ensure consent is received prior to inviting an outside agency to the student's IEP meeting.	The district will collect and submit to SEP the following data: 1. The district must submit procedures to be used to acquire consent prior to inviting an outside agency to the student's IEP meeting.	The district will collect and submit to SEP the following data: 1. Consent to invite agency to transition meeting 2. Meeting Notice 3. Copy of IEP

Prong 1 Timeline for Completion:
February 1, 2012

Prong 2 Timeline for Completion:
May 10, 2013

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include: (1) A statement of the student's present levels of academic achievement and functional performance, including: (a) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); or (b) For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities;

Corrective Action:

Through a review of student records, the monitoring team noted how the student's disability affects his/her involvement and progress in the general education curriculum was not accurately documented in the students' IEPs.

Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:					
<div>Student #</div> <table><tr><td>4</td></tr><tr><td>7</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>	4	7				<div>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</div> <div>Activity/Procedure:</div> <div>1. The IEP teams are to meet, review, and amend the students IEP/PLAAFP statement: how the student's disability affects the student's involvement and progress in the general education curriculum; or for a preschool student, how the disability affects the student's participation in appropriate activities.</div>	<div>The district will collect and submit to SEP the following data:</div> <div>1.Meeting notices for the meetings to amend the IEPs</div> <div>2. The amended IEPs that includes correction to the PLAAFP statement.</div>	<div>The district will collect and submit to SEP the following data:</div> <div>1. Copy of an annual IEP</div>
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<div>Prong 1 Timeline for Completion:</div> <div>February 1, 2012</div>								
<div>Prong 2 Timeline for Completion:</div> <div>May 10, 2013</div>								

ARSD 24:05:27:01.02. Development, review, and revision of individualized education program. In developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, the academic, developmental, and functional needs of the student. The individualized education program team also shall: (1) In the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior;

Corrective Action:

Through a review of student records, the monitoring team identified a student with behavior needs that were not addressed when considering special factors during the development of the IEP. This student was identified on child count under the category of 525. Significant behavior concerns were identified during the evaluation process. Potential concerns regarding ADHD were discussed at the meeting. When considering special factors during the development of the IEP, the team indicated the student did not have any behavior concerns.

Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:					
<div>Student #</div> <table><tr><td>4</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>	4					<div>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</div> <div>Activity/Procedure:</div> <div><div>1. The IEP team must conduct additional evaluation to gather skill-based assessment in the area of behavior for this student.</div><div>2. Evaluation reports must be written and copies provided to parents.</div><div>3. The IEP teams must meet to amend the present levels of academic</div></div>	<div>The district will collect and submit to SEP the following data:</div> <div><div>1. Prior notice/consents for the administration of the skill-based assessment,</div><div>2. The meeting notice to</div></div>	<div>The district will collect and submit to SEP the following data:</div> <div><div>1. Prior notice consent for evaluation</div><div>2. Copies of all evaluation reports</div></div>
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	achievement and functional performance (PLAAFP), and use the skill-based assessment to develop the content of the IEP (PLAAFP). 4. The IEP team must also develop positive intervention strategies that their teachers must implement to address the behavior needs, if any, of the student.	amend the IEP 3. The amended IEP that includes the skill-based information to develop the PLAAFP, and consideration of special factors that include positive intervention strategies addressing the student's behavior.	3. Meeting notice 4. Eligibility document 5. New IEP
Prong 1 Timeline for Completion: February 1, 2012			
Prong 2 Timeline for Completion: May 10, 2013			

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include: (5) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments consistent with § 24:05:14:14. If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why: (a) The student cannot participate in the regular assessment; and (b) The particular alternate assessment selected is appropriate for the student;

ARSD24:05:14:14. Participation in assessments. All children with disabilities shall be included in all general state and district-wide assessment programs, including assessments described in the ESEA, with appropriate accommodations and alternate assessments if necessary and as indicated in their respective IEPs.

Corrective Action:

Through a review of student files and data gathered by the team, accommodations did not consistently match what was used during the state assessments.								
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:					
Student # <table><tr><td>4</td></tr><tr><td>7</td></tr><tr><td>9</td></tr><tr><td></td></tr><tr><td></td></tr></table>	4	7	9			<p>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</p> <p>Activity/Procedure:</p> <p>1. The district will review current policy/procedure with the special education teachers and testing coordinator to determine why discrepancies are occurring.</p> <p>2. Develop a process that will allow for the appropriate documentation and provision of accommodations for state/district assessments.</p> <p>3. Provide training to ensure special education staff and testing coordinator are proficient in the implementation of the procedures/process.</p>	<p>The district will collect and submit to SEP the following data:</p> <p>1. Written description of the district’s review process to identify why the discrepancies are occurring.</p> <p>2. Written description of the process the district will implement to correct the discrepancies.</p>	<p>The district will collect and submit to SEP the following data:</p> <p>1. The district will implement the new process.</p> <p>2. The district testing coordinator and special education teacher will participate in the 2013 Dakota STEP and accommodations training presented by Special</p>
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	4. Implement procedures and collect data to verify accommodations are appropriately documented and provided during state/district assessments.	3. Submit an agenda for the required training which includes dates, time and a list of participants.	Education Programs.
Prong 1 Timeline for Completion: February 1, 2012			
Prong 2 Timeline for Completion: May 10, 2013			

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include: (2) A statement of measurable annual goals, including academic and functional goals, designed to: (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and (b) Meet each of the student's other educational needs that result from the student's disability. For students with disabilities who take alternate assessments aligned to alternate achievement standards, each student's IEP shall provide a description of benchmarks or short-term objectives;

Corrective Action:

Though file review, the team determined the district does not adequately complete all areas of the Individualized Education Plan (IEP) for all students. Goals were not developed to provide educational benefit to the student, more specifically in the area of eligibility.								
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:					
Student # <table><tr><td>7</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>	7					Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance. Activity/Procedure: 1. The IEP team is to meet and amend the student’s IEP to include at a minimum one goal in each area of eligibility.	The district will collect and submit to SEP the following data: 1. Meeting notice to amend the IEP 2. Copy of amended IEP	The district will collect and submit to SEP the following data: 1. All evaluation reports for an initial or reevaluation 2. IEP developed
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Prong 1 Timeline for Completion: February 1, 2012								
Prong 2 Timeline for Completion: May 10, 2013								

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include: (3) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student: (a) To advance appropriately toward attaining the annual goals; (b) To be involved and make progress in the general education curriculum in accordance with this section and to participate in extracurricular and other nonacademic activities; and (c) To be educated and participate with other students with disabilities and nondisabled students in the activities described in this section;

Corrective Action:

Through a review of student records, the monitoring team noted the amount of time to be committed to specific services was not documented in the student's IEP.								
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:					
<div>Student #</div> <table><tr><td>3</td></tr><tr><td>4</td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr></table>	3	4				<div>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</div> <div>Activity/Procedure:</div> <div>1. The IEP team is to meet and amend the special education services to be provided in this student IEP and specifically address the specialized instruction needed.</div>	<div>The district will collect and submit to SEP the following data:</div> <div>1. Meeting notice to amend the IEP</div> <div>2. A copy of the IEP amendment that describes the special education service to be provided to the student</div>	<div>The district will collect and submit to SEP the following data:</div> <div>1. Prior notice consent for evaluation</div> <div>2. Copies of all evaluation reports</div> <div>3. Meeting notice</div> <div>4. Eligibility document</div> <div>5. New IEP</div>
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Prong 1 Timeline for Completion: February 1, 2012								
Prong 2 Timeline for Completion: May 10, 2013								

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- (4) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section;

Corrective Action:

Through a review of student records, the monitoring team noted the extent to which the student will participate with nondisabled peers was not documented in the student's IEP.			
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:
<div>Student #</div> <div>2</div> <div></div> <div></div> <div></div> <div></div>	<div>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</div> <div>Activity/Procedure:</div> <div>1. The IEP team is to meet and amend the participation with nondisabled peers in this student's IEP.</div>	<div>The district will collect and submit to SEP the following data:</div> <div>1. Meeting notice to amend the IEP</div> <div>2. A copy of the IEP amendment that describes the student's extent of participation with peers.</div>	<div>The district will collect and submit to SEP the following data:</div> <div>1. Copy of an annual IEP</div>
Prong 1 Timeline for Completion:			

February 1, 2012

Prong 2 Timeline for Completion:

May 10, 2013

ARSD 24:05:28:01. Least restrictive program to be provided. Children in need of special education or special education and related services, to the maximum extent appropriate, shall be educated with children who are not disabled and shall be provided special programs and services to meet their individual needs which are coordinated with the regular educational program. Special classes, separate schooling, or other removal of children with disabilities from the regular educational classroom may occur only when the nature or severity of the child's needs is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

ARSD 24:05:28:02. Continuum of alternative placements. Alternative placements which must be made available include the following:

- (1) Regular educational programs with modification;
- (2) Resource rooms;
- (3) Self-contained programs;
- (4) Separate day school programs;
- (5) Residential school programs;
- (6) Home and hospital programs; and
- (7) Other settings.

For each of the programs listed in this section, the IEP team shall determine the extent to which related services are required in order for the child to benefit from the program. The length of the school day must be equal in duration to that of a regular public school day unless an adjusted school day is required to meet the individual needs of the child. The IEP team shall provide for supplementary services, such as resource room or itinerant instruction, to be provided in conjunction with regular class placement, as applicable.

In those cases where placement is made in a separate day school program or residential school program, the district may abide by the school term of the facility in which the child is placed based on the individual needs of the child.

Corrective Action:

Justification for placement statement did not consistently reflect the student's instructional needs as the basis for removing them from the general classroom setting or was not student specific. In another file reviewed by monitoring team the IEP did not include the continuum of alternative placements "Accept/Reject" format or state why the student must be removed starting with the least restrictive environment and move down the continuum.

Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:					
<div>Student #</div> <table><tr><td>3</td></tr><tr><td>4</td></tr><tr><td>7</td></tr><tr><td>8</td></tr><tr><td></td></tr></table>	3	4	7	8		<div>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</div> <div>Activity/Procedure:</div> <div>1. The district must review current policy/procedure and practice regarding this issue.</div>	<div>The district will collect and submit to SEP the following data:</div> <div><div>1. Meeting notice to amend the current IEP</div><div>2. Amended IEP</div></div>	<div>The district will collect and submit to SEP the following data:</div> <div><div>1. Prior notice consent for evaluation</div><div>2. Copies of all evaluation reports</div><div>3. Meeting notice</div><div>4. Eligibility document</div><div>5. New IEP</div></div>
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Prong 1 Timeline for Completion: February 1, 2012			
Prong 2 Timeline for Completion: May 10, 2013			

ARSD 24:05:25:26. Extended school year authorized. The district shall provide extended school year services to eligible children if the IEP team determines on an individual basis that such services are necessary for the provision of FAPE.

Corrective Action:

Through the files reviewed for extended school year services (ESY), the team did not address ESY in one IEP.			
Student:	Required Action:	Data To Be Submitted for Prong 1:	Data To Be Submitted for Prong 2:
<div>Student #</div> <div>3</div>	<div>Document the specific activities and procedures that will be implemented and the data/criteria that will be used to verify compliance.</div> <div>Activity/Procedure:</div> <div>1. The district must review current policy/procedure and practice regarding this issue.</div>	<div>The district will collect and submit to SEP the following data:</div> <div><div>1. Meeting notice to amend the current IEP to address ESY</div><div>2. Amended IEP</div></div>	<div>The district will collect and submit to SEP the following data:</div> <div><div>1. Prior notice consent for evaluation</div><div>2. Copies of all evaluation reports</div><div>3. Meeting notice</div><div>4. Eligibility document</div><div>5. New IEP</div></div>
		<div>Timeline for Completion:</div> <div>February 1, 2012</div>	<div>Timeline for Completion:</div> <div>May 10, 2013</div>

<u>Prong 1:</u> Data submitted will be used to verify correction of each individual case of noncompliance.
<u>Prong 2:</u> Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of <u>updated data</u> . Verification of correctly implemented policy/procedure/practice identified in Prong 1.
Target Date for Completion:
Date - Status Report:

State Performance Plan – Performance Indicators

Indicator 2 – Dropout Rate

Percent of youth with IEP's dropping out of high school.

State Target: 3.2% or lower

District %: 0%

District Response: The district spends additional time with students before and after school to ensure they complete the necessary coursework for their high school credits.

Indicator 5 – Placement of Children Age 6-21

Percent of children with IEPs aged 6 through 21:

- A. inside the regular class 80% or more of the day inside the regular class 80% or more of the day;
- B. inside the regular class less than 40% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

5C

State Target: 3.8% or lower

District %: 11.76%

District Response: The district would need to hire more special education staff to offer alternative settings to meet the needs of all students in our district.